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ABSTRACT

This manual was designed for refugee sponsors who are teaching English to Southeast Asian refugees. The manual encourages sponsors to research English as a Second Language (ESL) resources in their communities, to teach ESL in a professional and educationally sound manner, and to evaluate their work on a reuular basis. The first section of the manual emphasizes that learning English is important for all members of refugee families. The materials section describes the preparations that need to be made before the refugees arrive, ways to find local ESL classes and to organize tutoring projects, and suggests materials for beginning and ongoing ESL tutoring. The next section describes the first few weeks of refugees' lives and outlines lessons that are appropriate for that time. The concluding section discusses the ongoing language support refugees need. (MK)

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LIRS Manual for Sponsors of Refugees

This manual is intended for persons on a refugee sponsorship committee who are designated to help the refugees learn English. It may also be of interest to English as a Second Language professionals, program administrators and public school teachers.

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FOREWORD

"Learning English" is designed to help you as a sponsor of refugees with one of the key aspects of resettlement. The information given here about language instruction is especially aimed at the person or persons on the sponsorship committee designated to coordinate activities related to what is called English as a Second Language, or ESL.

This manual encourages you to do three important things. One is to research local ESL resources and rely on them to build a strong, community-based effort. The second is to encourage a professional job of teaching ESL, whether in a community program or your own tutoring project. This includes using recommended ESL materials, having trained teachers and tutors and progressing in step-by-step sequences with the students. The third is to evaluate on a regular basis the work being done and to make necessary changes.

The first section of the manual emphasizes the critical importance of learning English for all members of the refugee family—the wage earners, those who stay at home and the children.

The material in the sections which follow is arranged sequentially, beginning with preparations to be made before the refugees arrive. The preparations will require phone calls and legwork. Included in the section are ways to find ESL classes in local professional programs, how to organize your own tutoring project if your area has no organized classes, and a description of a "survival kit" and picture file to have ready for the refugees' first days in your community.

The next section moves on to the first days and weeks of the refugees' new life in the USA and your attempts to help them feel less "alien." It deals with teaching the refugees enough English to give them some control over their environment and using the "survival kit" and picture file as aids in the first lessons. Included are lesson plans and suggestions on how to conduct the lessons.

The concluding section discusses ongoing language support you can give the refugees after their obvious physical needs are met. The support may be as simple as backing the teachers in the professional programs the refugees are attending. It may involve supplementing the formal instruction with tutoring, in consultation with the professional teachers. In the absence of professional programs, it may require your own tutoring project for up to nine months.

ESL coordinators are encouraged to read the entire manual to get an overall picture of their task, even though they will need to deal with only one section at a time.

Language is usually thought of in terms of a vocabulary, proper pronunciation and grammar. But communication is more than language. Smiles, gestures and a sense of what is appropriate in different social situations are other aspects.

During the initial contacts with the refugee family, the only communication possible may be nonverbal. The presence of someone who can speak both languages and translate would be of help. But even without such a person, just relax and enjoy whatever communication is going on.

At the airport as you greet the family, your presence, smile and handshake will communicate your interest and concern and your happiness that the family has finally arrived.

Often during the initial meeting and the first days, sponsors and refugees may be afraid of doing something to offend the other. This is a reasonable fear, and both may inadvertently offend the other. To avoid all mistakes is an unrealistic expectation. A relaxed, interested friendliness will ease much of the apprehension and smooth over any blunders.

Part of the frustration related to communication is the feeling that so much needs to be done within the first few days. You can help reduce this frustration by reviewing carefully what is to be done and asking, "Are these tasks really so important?" Either pare down the number of things to be accomplished or spread the tasks over a longer period of time.

Pictures are another aspect of communication which may help during the early days. Simple drawings of stick figures can be used to show members of the refugee family how the toilet works, how to turn the burners on the stove on and off, how to set the thermostat and how other key items function in the house or apartment.

While waiting in camps in Southeast Asia, some of the Indochinese refugees may have received orientation to life in the United States. But because of the thousands of people in each camp, not everyone has had such an introduction. The stick figure drawings can remain in the household to help everyone, regardless of any previous orientation.

An emergency resource to help with vocabulary is a dictionary. The appendix of this manual lists dictionaries available in the refugees' languages, the publishers' addresses and other resources.

Because language is in constant flux, dictionaries should be used carefully. Some entries may be dated and even wrong according to present-day usage. If you find discrepancies, acknowledge them. When they are funny, enjoy them. In such cases you will have to try to explain the meaning without the help of a dictionary. You are a better model of the current English vocabulary, pronunciation, grammar and appropriate social usage than a dictionary anyway.

Information you gather pertaining to ESL and language resources in your community should be compiled in a file or notebook. Keep a list of all contacts you make during your research. If you are organizing your own tutoring project, keep a file of resources and materials about tutoring. You may not need all of these items immediately, but they will probably be useful later as the resettlement needs of the refugee family change.

As you work to coordinate ESL services, you will probably come across ideas for enhancing refugee resettlement as a whole. You will want also to file this information in order to assist with the broader concerns of your sponsorship committee.

To facilitate ESL learning by the refugees may seem like a big task, and it is. Do not be afraid to solicit help from the resources in your community and also from the ESL consultant with Lutheran Immigration and Refugee Service. You can call LIRS toll free at 800-223-7656(7). Within New York State call collect 212/532-6350.

When calling LIRS with your ESL concerns, please have this manual handy. Also have the case number of the refugees you are sponsoring. This will help to facilitate the telephone discussion.

"Learning English" was written by LIRS staff member Carol Smalley, an ESL specialist who has a master's degree in sociolinguistics from the State University of New York at Cortland. She has taught at Tokyo Women's Christian University in Japan and in the New Haven, Conn., public school system. Her childhood and teen-age years were mostly spent in Indochina, where her parents, the William Smalleys now of Saint Paul, Minn., were missionaries. She expresses "special thanks" to them for their critical comments on the resettlement, cross-cultural communication and teaching concerns dealt with in this manual.

Smalley also acknowledges the interest, creative counsel and help she received for this project from: Anne Lomperis More, LIRS ESL specialist during 1977-80; Doris Wong, LIRS secretary; Liz Mueller of the American Council for Nationalities Service; Marti Lane, coordinator of the Volunteer Reading Aides program of Lutheran Church Women; and Lonna Dickerson, assistant professor of ESL at the University of Illinois.

"Learning English" is one of a series of "Face to Face" manuals produced by LIRS in collaboration with the Office of Communication and Interpretation of the Lutheran Council.

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The Critical Importance of Learning English

Learning English as a second language will be an immediate concern for refugees. Their ability to use English will relate to all aspects of their resettlement—employment, coping with everyday living, developing friendships and even being able to verbalize their experiences and feelings for the sake of their mental well-being.

Building confidence in their English ability will bring a sense of control and choice back into the refugees' lives. They will probably perceive that language study is critical to the success of their resettlement.

The refugees' motivation to learn is highest during the first six months of resettlement. This is the time to provide as many opportunities as possible for the refugees to use and become familiar with the language.

Refugees may have certain incorrect expectations about learning English that will need to be put in a different perspective. This is necessary to maintain their motivation.

Learning a new language takes time, especially for adults. Refugees should not be discouraged by how slow their progress may seem after an initial period in the country. They should be encouraged to keep using the language every chance they have and expose themselves to it in conversations and on radio and TV.

They can expect to make mistakes. But they should develop the attitude of learning from their mistakes rather than being embarrassed by them.

The emphasis in this manual on oral language may be different from the refugees' prior experience or expectations of how to learn a language. Their learning style may be oriented toward a formal classroom setting where they study rules from a grammar textbook and memorize vocabulary lists. Sponsors may have the same concept, based on an unhappy memory of trying to learn a foreign language.

Understanding the priorities for refugees in learning English is important. They will need to concentrate on listening and speaking skills for immediate communication. Reading and writing, as secondary skills, may be taught for reinforcement at this stage and then treated more fully later, depending on goals.

To hand the refugees a grammar textbook and dictionary may seem adequate, but in reality this does not give them practice in communicating. Learning English means talking the language, not talking *about* the language.

Refugees may think they must learn English before they can do anything else. They may feel they cannot or should not get a job until their English is good enough. But having a job is one of the best ways to be exposed to the language and to start to understand and use it. The refugees should try to get work as soon as possible after their arrival.

Realistically, many of the entry-level jobs refugees are likely to get call for very little English. Or the conditions at the working place are such that they have little opportunity to talk. Do not expect the refugees to "pick up" English at work.

An ideal situation is for the refugees to be exposed to English on the job and to receive English instruction at home or in school at the same time. Their sequenced, systematic study in an ESL class will be reinforced at work or wherever they come in contact with Americans. This will contribute to their long-term goal of self-sufficiency.

Approaches to Illiteracy

Some refugees are identified as illiterates. They can be classified into two groups.

Nonliterates do not know how to read and write their native language. In some cases this is because their language may not yet have a written form, as with some small tribal groups in Laos, Cambodia and Vietnam. In other cases a written form may be so new that a related educational system is not yet in place, such as with the Hmongs of Laos.

Latin alphabet nonliterates can read and write the different letters or characters of their own language, such as the ethnic Chinese. But they are unfamiliar with the Latin alphabet, such as English uses.

The USA has a number of people who are illiterates, but an illiterate American and an illiterate Southeast Asian coming to the USA are not the same. The language learning needs of the Southeast Asians, illiterate or literate, are different.

Learning a language involves the skills of listening, speaking, reading and writing and the systems of sound, vocabulary, grammar and social usage.

American illiterates "know" English. From using English all their lives, they are familiar with the four systems—the proper sounds, the meaning of the vocabulary, the grammar of sentence patterns and social usage. They are also familiar with two of the four skills—listening and speaking. They need only to learn to read and write.

Refugees from Southeast Asia usually come with a very low level of ability in English. They are probably not at all familiar with the four systems and also do not know the four skills. They start from zero, while American illiterates need only to learn how to read and write a language they can speak. Refugees must learn English as a whole new language.

Put another way, the techniques for teaching literacy to American illiterates are not suitable for teaching ESL and literacy to Southeast Asian refugees with low-level English.

The details of how to go about teaching English as a second language to a refugee and in what order and combination to teach the systems and skills of English will be discussed more fully later. A general principle to remember here is that teaching should be tailored to the goals and needs of the refugees.

Initially, this means giving a high priority to learning all four systems of English—sounds, words, sentences and social usage—through the skills of listening and speaking. Refugees need to understand and be able to respond to what is going on around them.

At the same time the refugees will need to develop some reading and writing skills. They are living in a society in which a lot of information is communicated visually. They will need to recognize words in signs, such as "Men," "Women," "Restrooms" "Exit," "Entrance," "Stop," "Sale" and "Poison." They will have to become familiar with printed material on checks and forms. They will need to learn to sign their names and write their addresses, phone numbers, Social Security numbers, date of birth, sex, marital status and other personal information.

Sitting down at a table with a tutor to learn to read and write English, especially if they have had no formal education, will be a new experience for the refugees. They will need to be oriented to holding a pen, positioning paper and going from the top to the bottom and from left to right. They will need to learn to recognize shapes and sizes. They will need lots of practice in copying and developing control in writing.

Literacy Materials

Materials are just now being developed to help you teach the refugees the basic systems of English with an oral emphasis along with some reading and writing. The philosophy of most general ESL books already on the market is to teach English in an integrated way. But many of these books are not aimed at refugees whose English level is at zero or the very beginning.

The newer materials for illiterate non-English speakers were prepared by individual teachers and volunteer tutors in response to the urgent need. These materials use common sense and the trial-and-error method. They approach the teaching of reading and writing with a combination of techniques. The techniques include sight words; phonics, which are sounds matched with letters; word families; and written sentences which the refugees first learned orally. The refugees should always have a lot of practice listening to and saying the words and sentences they are then introduced to in written form.

Research projects now being conducted will likely produce additional materials. Keep your eyes open for them.

Two items which will help you get started are the following:

• **"Teaching ESL to Illiterate Adults,"** which presents the thoughts of two specialists involved in teaching illiterate refugees and writing materials for them. This education guide gives a perspective on how to teach ESL and literacy, guidelines for evaluating or adapting materials used in such teaching, and helps for writing your own. The guide is available free from the National Indochinese Clearinghouse, 3520 Prospect Street NW, Washington DC 20007.

• **A set of ESL literacy materials**—a teacher's kit and learner's workbook by Wayne W. Haverson, Judith Haynes and Karen Hlynsky, published by Modulearn, Inc., PO Box 635, San Juan Capistrano CA 92675. The materials are designed to help nonliterate ESL students learn literacy skills. They are correlated with lessons 1-7 of Modulearn's regular ESL materials, "English as a Second Language: A New Approach for the Twenty-first Century." The teacher's kit contains a book on sight words, a book on phonics, a book of writing, a package of sight word cards, and prereading learner work sheets. The kit costs $25.95, the learner's workbook $3.50 per copy, plus 7 per cent for shipping and handling.

ESL for Children

The discussion so far has focused on wage-earning refugees. Learning English is also of critical importance to the children in the family. Generally they can be expected to learn the language quite quickly at school.

Very young schoolchildren have the advantage of participating in classes geared toward language improvement and the socialization of American children. Although they know how to speak English, American children must still develop the preliteracy skills of identifying shapes and letters and practicing left-to-right eye and hand movements. The refugee and American children will together learn how to follow the teacher's directions and how to work and play in community. These experiences will be of great value and foster rapid learning.

Learning would be even more rapid, consistent and solid with special help. The school system may have an ESL specialist who could work on oral English skills with the refugee children.

Older children definitely need special help, starting with a determination of the grade in which they are placed. You will need to discuss with the administrator or counselor of the school whether the children should be in the grades their ages dictate or one or two grades lower. This will depend on how much schooling the children have already had.

What seems to work best for older children is to let them participate in regular classes that are especially visual, such as art, music, physical education, math and even science. But for English classes they should study privately with an ESL teacher-tutor.

The language skills American children already have are the same as for adults. They already know how to understand, speak, read and write English. Refugee children, like the adults in the family, have none of these skills. They need special help to be able to hear and identify the sounds in English that combine to form words and sentences and to learn to understand the concepts represented by the words and sentences, how to say them and finally how to read and write them.

After they have mastered these matters, refugee children can be put in the regular English classes with other American children and learn with them the finer points of grammar. As small children demonstrate, a person does not need to memorize grammar rules to learn how to speak a language.

If no ESL specialist is available to help the refugee children in their school, one alternate possibility is to ask the reading specialist or speech specialist to take on the added responsibility of tutoring these children. The specialist will need to bone up on the differences between their discipline and that of ESL and learn new techniques for teaching ESL.

The ESL office of Lutheran Immigration and Refugee Service can provide material to help the reading or speech specialist in this task. The office will be glad to provide advice in making selections from the available ESL textbooks and other aids designed for teaching English to children who do not speak it. Another source of help is the inventory of the National Indochinese Clearinghouse. Details are given in Appendix B.

Another possibility, if your school system has no ESL specialist, is for the sponsoring group to offer to provide a tutor to work with the children. This would involve coordination with the classroom teachers and some stiff homework on the part of the tutor to learn the ways to facilitate learning when working with children.

ESL for Homebound Family Members

Another large concern is finding ways to provide ESL services for the members of refugee families who stay at home. Usually these are the older members and the wives and mothers with young children.

Learning English is critical to the mental health and quality of the resettlement of the homebound family members. To be able to move out into American society and express oneself is important for personal happiness and as an antidote to feelings of isolation, depression, grief and culture shock.

Traditional family roles may be threatened as children learn English faster than adults and take on responsibilities usually reserved for parents and older relatives. To maintain patterns of respect and order in the family, adults must be able to communicate in English and take an active role as spokespersons and decision makers for the family.

The older family members have language needs and goals which will probably be very different from those of the working members of the family or those of school-age children. Often an ESL class provides a social outlet for them. This should be recognized as an appropriate function of the class.

A class with both older and younger members may require some adjustments so that the more ambitious members are challenged. For example, the sponsor could volunteer to work with the older persons in the class, leaving the teacher free to work with the others. To assist the women with small children, the sponsor could provide a baby-sitting or day-care service. This would free them to be able to attend the class.

A class for homebound women would probably be more useful to them if it were socially oriented and presented in the context of consumer skills rather than wage-paying work. Women should be encouraged to work if they want to. But formerly their social contacts with other women in particular and their consumer concerns were the main part of their lives. Such an orientation would provide useful ground for motivating women to learn the same content in English.

A big concern for many young wives will be the procedures deemed necessary in the USA for a healthy pregnancy, giving birth and child care. These procedures will seem very strange to many of the mothers. For some, deliveries of their earlier children were attended only by their husbands or other women in the family. They did not have a doctor or even a midwife as we know them, and they did not go to a hospital. The women may not understand why they must go for prenatal checkups and have the delivery in the hospital. Many refugees have heard that women are "cut" for the delivery, meaning a cesarean. This practice is rarely used where they come from.

Since language learning is also culture learning, part of the job of the teacher or tutor is to help the refugees understand the customs of the United States. Dealing with the concerns that are closest to them will facilitate learning.

Prearrival Preparations

As the designated coordinator for ESL services, your task is to match the needs the refugees have for learning English with the reality of what programs are available in your area or what alternatives can be developed.

This section of "Learning English" discusses general factors sponsors need to know about formal language programs, lists the places to look for formal programs and gives a few instructions regarding this task from the perspective of a variety of groups. It addresses the procedures to follow in setting up a tutoring project. This would be necessary if no programs are available or if they are inappropriate for the ESL needs of the refugees. The section also discusses how to prepare for the first few days and weeks of teaching survival English.

After following the step-by-step suggestions in the section, you should be well prepared to help the refugees begin learning English as soon as they arrive and have had a day or two to unwind. You may want to have a small committee help you with the initial hunting for language programs.

Advantages of Formal Language Programs

Formal language programs may have many advantages. Most of them, especially for basic ESL, will be free. Going to an established class offers the refugees:

- A sense that they are involved in a legitimate, recognized program.
- A regular, well organized schedule for setting up a stable routine, thus giving the refugees' efforts to learn a good chance of success.
- A structure which allows the refugees to relate to their teachers and to interact with other students.
- The benefits of a trained staff, books, other printed resources, classrooms, possibly libraries and language laboratories, related vocational training programs, help with job placement, other support services, testing procedures, perhaps even transportation assistance and day care provisions.
- Most important, the opportunity for getting out of the home and into society for socializing and feeling the support of others who are in the same circumstances.

Time Factors

The rate of progress a refugee makes in learning English will depend a great deal on certain time factors. Instruction may be intensive or nonintensive. Refugees will also need to practice on their own and not just depend on English classes.

Intensive classes are held several hours a day, usually every weekday. All four language skills—listening, speaking, reading and writing—are probably taught. The pace tends to be steady and maybe even demanding. Classwork may be supplemented by laboratory work if such facilities are available.

A refugee with a full-time job will not be free to enroll in an intensive program. But for those who can and whose learning styles are adaptable to it, progress can be quite rapid. Refugees should not feel they ought to stay unemployed in favor of attending an intensive program. Again, employment is a priority toward self-sufficiency and provides a real-life setting for practicing English.

A nonintensive English program meets less often and for shorter periods of time. For example, evening classes of two or three hours meet two to four nights of the week. All of the four language skills may be introduced, but these classes do not offer the same number of hours of exposure, practice or reinforcement as in an intensive program. Expectations for achievement should not be set as high.

Refugees should not discount a nonintensive program, providing it is appropriate in other respects. For many it may be the most feasible and desirable option and the one most commonly available. For refugees working full time and taking nonintensive ESL instruction, tutoring by members of the church or community could be an additional opportunity for instruction.

Another important point about timing is that in any arrangement for instruction the classes should be continued on a regular basis. Short classes scheduled frequently tend to be more effective than several hour sessions infrequently.

Correct Placement

Closely related to timing is the matter of correct placement in classes. If refugees are placed in classes which do not teach on the basis of their needs, the training, whether intensive or nonintensive, can be a waste or poor use of their time.

To try to place refugees correctly in a language program, two procedures are suggested.

The first is an initial interview with the refugees by the staff, preferably bilingual, to talk over the goals of the newcomers and the type of English ability they will need to achieve them. Some programs have staff specifically assigned to do counseling and placement. For programs which do not, sponsors could encourage a teacher to take the time to review the background of the refugees. Counselors should discuss realistic expectations for the present in terms of how long it takes to learn a language. They could also explain that an oral approach for learning will be used.

The second procedure is a specific assessment of the refugees' English needs by a placement test. Lengthy commercial tests do not have to be used. Even in an informal interview, questions can be asked so that basic grammar structures must be used in the answers. An informal interview can also give the tester an idea of the refugees' pronunciation, the extent of their vocabulary and their sense of social usage. This tests all four systems of language—grammar, vocabulary, sound system and social usage.

A word of caution: Making up your own test is difficult for an inexperienced teacher. Experienced ESL teachers have developed the short, informal interview types of tests. These are recommended for use instead of self-made tests. This type will help make testers aware of certain points about the language that they might not have considered otherwise. They should not be afraid to use their own common sense in a final placement decision, however.

One useful test is called "The John Test." It is by Linda Kunz. Another useful test, developed by Literacy Volunteers of America, is "designed to provide tutors with a brief, efficient measure of their student's ability to speak and understand English." It is called "English as a Second Language Oral Assessment" (ESLOA). See Appendix A for further information about these and other tests available from such places as the Bilingual/ESL Center in Pennsylvania and the Bilingual Education Service Center in Illinois. For information about more formal commercial tests contact the National Indochinese Clearinghouse in Virginia. Also consult the clearinghouse's General Information Series No. 20.

The essential point to remember is that some kind of evaluation should be done when the refugees start English instruction so that they get directed to the kind of help that treats their particular needs or weaknesses. Also important is a periodic evaluation for the refugees to make sure they have been placed correctly or to see that they are moved to another class if their needs have changed as they make progress.

Language programs, too, may need to be subjected to the same kind of flexible evaluation. One consideration which may seem trivial is actually quite significant. Since the emphasis in teaching ESL to refugees is on an oral approach, teachers should keep their own talking to a minimum. They should give the refugees a lot of practice in using the language themselves. This includes their speaking skills, not just their listening skills! To observe a class directly to determine who is doing more of the talking may not be possible. But sponsors should keep this consideration in mind when evaluating a program or when discussing the progress of the refugees in a program in which they have been enrolled for a while.

Checklist of ESL Program Resources

The first step in arranging language instruction is to find out what formal programs are already offered in the community. You may be surprised to discover that more is available than you originally thought.

The checklist of possible sources of ESL programs given below has been designed to give you as the ESL coordinator a start in making some calls and to put you in touch with people who can help you or who can direct you to other people who can do so. No doubt you will be able to think of other local sources on your own beyond those suggested on the checklist.

You should be persistent. If one person cannot help you, ask that person if he or she knows of someone else who may be able to help. In this way people concerned about refugees can find each other. Information and insights can be shared. Together, if necessary, a stronger appeal to community structures and organizations for starting programs can be made or programs with a broader base of support can be developed independently. This may take time, but the resources you will have unearthed may be valuable now and later on in the resettlement process.

Resources in Your Community

Try the following possibilities for ESL classes in your community:

1. Board of education.

If you have not heard of any school-sponsored programs for adults, call your local board of education and ask about the availability of Adult Basic Education (ABE). Such classes for adults are held in high schools and libraries during evening hours. They offer remedial reading, math and courses leading to a high school equivalency diploma. In areas where a number of people from other countries have settled, ESL classes are often offered as well.

2. Classes at community centers or adult learning centers.

3. Colleges and universities.

If colleges and universities in your community have a foreign student population, these institutions probably offer ESL classes. The classes may be at too advanced a level for the refugees, but the teachers could be a good contact for you.

4. YMCA and/or YWCA.

5. Indochinese mutual assistance organizations.

The Hmong Association, the Vietnamese Association and similar mutual assistance groups may not actually hold ESL classes, but they will probably know where such classes are held.

6. CETA.

The Comprehensive Employment and Training Act of 1973 established a cooperative effort between the federal and state governments to provide job training and employment opportunities for the unemployed, underemployed and economically disadvantaged. Some CETA programs have ESL classes.

7. International institutes.

A number of international institutes, affiliates of the American Council for Nationalities Service, offer ESL classes. The institutes are listed in Appendix C.

Resources in the Surrounding Area

If none of the above possibilities yield any ESL classes, you can try the following for information about programs offered in the surroundng area:

1. State board of education.

Your state's board of education could tell you the nearest program with ESL classes provided by the state.

2. State department of labor or manpower office.

These governmental units could tell you about the nearest CETA program.

3. Regional offices of the U.S. Department of Health and Human Services.

The 10 regional HHS offices, which are listed in Appendix D, could tell you about the nearest Indochinese refugee program for which they provide funding.

Tutoring Projects

Local tutoring projects may have been organized by the following in your area:

1. Churches.

Churches involved in a refugee resettlement ministry may have experience with tutoring.

2. Other organizations.

The Rotary Club, the Kiwanis Club and similar community organizations may be sponsoring refugees and helping them learn English.

3. Literacy Volunteers of America.

Literacy Volunteers of America is oriented to both literacy and ESL. Staff members of the organization provide ESL training workshops and have a comprehensive set of materials available.

The training features practical techniques for teaching ESL effectively and practical suggestions for setting up a community-based ESL tutoring project.

The materials include slide-tape presentations which those who have attended the workshops can use in training others, an oral test which can be used to evaluate a refugee's level of English, a guide to teaching conversational English for tutors, an annotated bibliography of basic reading and ESL materials, and handbooks for use in setting up tutoring programs. The latter handbooks cover organizational management and community relations.

Order forms, workshop training schedules around the country, a directory of state affiliates and other information can be obtained by writing or calling the national headquarters of Literacy Volunteers. The address and telephone number are given in Appendix A.

4. Volunteer Reading Aides of Lutheran Church Women.

As the title suggests, the Volunteer Reading Aides program of Lutheran Church Women, an auxiliary of the Lutheran Church in America, has concentrated on teaching speakers of English how to read and write the language. Responding to the need to help persons who are not native speakers of English, LCW has developed materials based on the Laubach method to teach ESL. LCW arranges and conducts three categories of ESL workshops for sponsors of refugees using the materials it has developed.

The "Emergency English for Refugees" workshops are about six hours long and give an introduction to teaching English. They emphasize practical, everyday survival English. In addition, they train participants in how to develop ESL lessons from scratch. The text for these workshops is "Emergency English for Refugees" published by LCW. The cost is $5.

ESL workshops in the second category use the text, "The Laubach Way to English," and last 15 hours. They give participants a more in-depth experience in how to teach refugees. This category is recommended for sponsors helping refugees with little or no schooling in their native languages and for persons who are not familiar with the Roman alphabet. Participants completing these workshops receive certification from the National Affiliation for Literacy Advance (NALA). Cost of the materials is about $15.

Workshops using other texts are arranged as needed and requested.

Another aspect of the Lutheran Church Women's ESL program is providing inexpensive, easy-to-read, survival English reading materials. Where to contact the program is given in Appendix A.

5. National Affiliation for Literacy Advance.

The NALA uses the Laubach method and materials. Based on the philosophy of "each one teach one," a widespread network of tutors for teaching literacy has grown up around the country. These tutors often are volunteers who are supported in their efforts through the structure of literacy councils and training workshops. A directory of nationwide literacy councils can be obtained by contacting the national office as listed in Appendix A.

The organizations listed above can be a great resource to you as you look for a language program for the refugees you are sponsoring. In light of the earlier discussion on approaches to illiteracy, think carefully about the appropriateness of the program for the situation you and the refugees are in. Remember that you will need to help the refugees learn *all* of the systems of the English language and probably *all* of the skills. If the program focuses on reading and writing or if it begins training in these skills before the refugees have gained some competence in listening and speaking, the program is not appropriate for those who are at a basic level of English.

Advantages of Tutoring

For various reasons the refugees may not be able to take advantage of English instruction available in local ESL programs. The hours may be inconvenient and the content inappropriate. An alternative for you is to begin a tutoring project.

Tutoring offers advantages and can insure that the refugees get some instruction instead of losing out altogether. It can serve the needs of all members of the family.

Tutoring can be done on a flexible schedule to suit the free hours of both refugee and tutor. For wage earners this may mean evening sessions. For homebound mothers or older people this will likely mean daytime sessions during a block of time when family responsibilities are not as immediate.

Tutoring instruction can be individualized. The content can be geared to the specific, practical needs of each refugee, whether for on-the-job vocabulary or developing consumer skills or something else. Tutoring sessions give more chances for one-to-one conversation and a lot of practice in listening and speaking. Tutors and refugees can be matched according to age and sex. Among the different members of the family, care can be taken to work separately with the children or others who tend to pick things up quickly and respected parents or older members who have more difficulty in learning the language.

Tutoring creates a unique atmosphere for authentic friendship to develop. The arrangements are mutually agreed on. The give-and-take of the sessions allows rapport and trust to be built. In the process of teaching and learning, the tutor and refugee develop respect and appreciation for each other's efforts, personalities and cultures.

Requirements for Tutoring Projects

The basic requirements to begin a volunteer tutoring project are discussed below. Literacy Volunteers of America has found that these requirements are necessary for the effective organization of their ESL tutoring projects around the country. The requirements are divided into two categories.

The first category covers situations where only a small number of adult refugees are involved, such as in the sponsorship of a single family. The first eight of the list of requirements fall under category one:

A need
Organizational structure
Coordinator
Volunteer tutors
Students
"Classroom" space
Materials
Training for the tutors

The second category covers situations where a broad-based organization is desirable because of the larger number of refugee adults in the area sponsored by a number of organizations. All of the requirements, some in expanded form, fall under category two:

A need
Organizational structure
Coordinator
Volunteer tutors and support staff
Students
Classroom space plus a headquarters and other facilities
Materials
Training for tutors
Resource center
Public relations
Money

You may find some of the requirements inappropriate for your situation. If that is so, feel free to adapt the model. But consider each requirement carefully. This work can be done while you wait for the refugees to arrive. As more refugees come into your area, you may want to reconsider the requirements that were not applicable when you first started but become necessary as your project grows.

1. A need.

The requirement of need is self-explanatory. Obviously a need for an ESL tutoring project exists if no ESL programs are available.

2. Organizational structure.

Many different talents are needed to run a tutoring project. One person cannot do the whole job of organizing alone. Some of the expertise required at the beginning may change as the project continues. A committee to help you as the ESL coordinator should be recruited accordingly.

For category one tutoring projects, your congregation's sponsorship committee or an ESL subcommittee could provide the organizational structure. For category two projects, representatives should be drawn from all the organizations involved.

The following functions would be part of the responsibilities of the organizational structure:

DEFINE SCOPE.
a. Project will run for _x_ number of weeks or months.
b. A constant number of _x_ tutors should be available for the duration of the project.
c. Tutors should be committed for _x_ amount of time.

SET GOALS.
a. Provide _x_ number of hours of tutoring per student per week.
b. Train _x_ number of tutors by _(date)_.
c. Obtain _x_ amount of money for training and materials.

RECRUIT TUTORS.
Think about the need for ongoing recruitment of tutors. Some will fulfill their obligation but will not want to continue beyond one time period.

3. Coordinator.
The coordinator for the tutoring project may be someone who is part of the organizational structure, or you may want to recruit someone else to do this very important job. The coordinator should have organizational talents and probably should not get involved in tutoring.

The following functions would be part of the responsibilities of the tutoring project coordinator:

KEEP records.
a. Addresses of tutors and students.
b. Telephone numbers.
c. Pages, lessons or skills accomplished.

SEE to the availability of transportation.

ORDER materials.

PROVIDE for making the survival kit and picture file discussed later in this manual.

RECOGNIZE work done by both tutor and students.

4. Volunteers.
Another self-explanatory requirement is recruiting volunteer tutors. In addition, category two projects will require recruiting volunteer support staff.

5. Students.
The adult refugees are your students. For category two projects, you may have to do some active recruiting of refugees who have come to your community as secondary migrants.

6. "Classroom" space.
Arrangements made for many tutoring projects have the tutors going to the students. The "classroom" space is usually the students' kitchen or living room. This is fine as long as the informality of the situation does not impinge on the tutoring time. The TV set must be off, and nothing should be cooking on the stove.

For category two projects, church classrooms could be used or a room in a library or community center.

If the "classroom" rotates among the students' homes, the tutor's home, the church and other facilities, the project coordinator must keep track of all of the schedules and the transportation arrangements available for each location.

7. Materials.
Commercially published ESL textbooks should be used in tutoring projects. These texts will sequence grammatical structures in manageable chunks and give ideas to the tutors for facilitating practice. Students will receive encouragement as they see the gains made lesson by lesson. The content of ESL books is geared toward adult interests, even though the books begin at a basic level of English.

A limited bibliography of ESL textbooks, including the addresses of the publishers, is given in Appendix E.

8. Training of tutors.
Workshops, self-help materials and extended education are the types of training available for tutors.

Workshops usually last a day or two and are conducted by professional ESL teachers. To ask about available workshops, contact the ESL resource person from your region's office of the Department of Health and Human Services listed in Appendix D, the ESL resource person from your state's board of education, the ESL resource person from a university or college in your area, organizations such as Literacy Volunteers of America, the ESL resource person related to your Lutheran social service agency, or the LIRS regional consultants.

Self-help books and tapes can be purchased or borrowed from university and college libraries that provide ESL courses. "Teaching English as a Second Language: A Self-Instructional Course" is a complete training course developed by the New York State board of education. It has been distributed widely and can be requested free from educational offices and programs throughout a state.

Many institutions of higher learning provide training for a summer or through several semesters as part of their curriculum. Check at your local college or university.

9. Resource center.
If you are organizing for a large category two project, you should develop a resource center. The housing of the center could be in a church, library, community center, or even in a retirement home or hospital. Some of the maintenance could be done by senior citizens or patients, who would then become part of the project.

The resources collected could be samples of ESL textbooks, visual aids, reading material for the students, aids to teachers and cultural material on both Southeast Asia and the USA. The center could also become a place for exchange of information about community concerns and consequently enhance understanding and aid in community cooperation.

10. Public relations.
Whether the public relations aspect of category two tutoring projects is pursued actively or passively, it is important that it be included. The problems of resettlement and the history of the refugees are often not well understood. You will often have to deal with the misconceptions as you work to drum up support for your project.

11. Money.
For category two tutoring projects, raising money will be important to the success of your efforts. You will have to develop expenditure categories to work out a budget and to spend your money wisely.

The Department of Health and Human Services and many corporations give grants to educational projects. Learning how to write grant proposals should be the responsibility of someone within your organization.

Getting Ready for the First Days

The first days in the United States are very important to the refugees. They have been through a great deal and yet have survived. Now they will try to establish a new life in this country. They will have a desperate desire to get beyond the survival stage and to become contributing members of the community.

The strong motivation of the refugees should be fostered. It provides the impetus for the effort needed to learn a new language and to cope with a new culture. If the refugees do not see progress during the early months, their motivation will become less and less.

A lot is working against the refugees. Although the life-style and surroundings in their new homes in the United States are much better than that in the camps in which they spent so much time, these factors may not be very important. In the camps the refugees were with others who could share what they had been through, spoke the same language and had the same customs and values.

Do not be surprised if the refugees do not seem to "appreciate" all of the "advantages" they now have. They have been completely uprooted. For new roots to take hold here will take time.

Culture shock will play a big part in the first several months. Anyone who has lived overseas knows that to become comfortable in the new culture takes at least a year. Often expatriates do not realize how alien they felt initially until they finally become a part of the new community.

One of the important functions of the ESL tutor during the early days is to help the refugees learn basic language skills that will make them feel less alien—skills that will give them a sense of control over their own lives in this new land. Confidence will be built up by attaining the goals of each of the first lessons. In learning some basic skills the refugees will be better prepared to enter an extended ESL program or tutoring project.

Time Slots for Tutoring

The first days will concentrate on meeting survival needs. You should organize regular time periods to help the refugees work on survival ESL. An initial ideal schedule would be half an hour to 45 minutes twice a day. This way the refugees are not overwhelmed with material at one time, but there is still frequent, regular contact.

You as the ESL coordinator can help by making sure the time slots for tutoring are established. A schedule will facilitate the tutors' work with the refugees on early survival situations.

Survival Kit

Another function of the coordinator is to see that a survival kit is prepared. This tool to help tutors work on early survival situations with the refugees should contain items of immediate usefulness to them. A box or basket could be the container.

Suggested contents are:

PRACTICE CLOCK with hands that can be moved.

CALENDAR to work on months and dates.

LOCAL MAP, preferably made for the immediate area around the home of the refugees, to be used in explaining directions.

BUS SCHEDULE to learn how to use it.

ALPHABET CARDS in cursive form for learning signature and to write address.

NUMBER CARDS to learn 1 through 100

MONEY to work on prices, after the 1-100 numbers are learned.

TOY TELEPHONE to practice use for emergencies.

QUESTIONNAIRE FORMS to learn how to recognize such words as "male," "female," "age" and "address" so that when the time comes, the refugees will know how to fill out forms.

A discussion of how to go about using the items in the survival kit is included in the next chapter.

Picture File

The coordinator should also see that a picture file is begun and continued. Different groups of the church or community can be asked to help develop the file. Senior citizens or hospital patients may be willing to work on this project.

The file consists of pictures mounted on identical-sized pieces of cardboard and construction paper. The pictures should be of single objects, people, occupations, scenes or actions. Each picture should clearly depict one thing so as not to confuse the refugees. Scenes and action pictures will have several items in them, but the total of the components should give only one concept.

For example, if you want to teach the word "car," have a picture of a single car rather than a picture of a parking lot full of cars. Later a picture of a parking lot can be used to talk about the plural cars, parking, numbers and related subjects.

Following is a list of topics to look for as developed by Literacy Volunteers of America:

- Animals
- Appliances
- Birds
- Body parts
- Buildings
- Clothing and accessories
- Emotions
- Entertainment
- Famous people
- Flowers
- Food
- Health and first aid
- Hobbies
- Holidays
- Houses and furniture
- Landscapes
- Maps
- Occupations
- Relative positions
- Sports
- Transportation

Following are several examples of pictures you can find in magazines. The accompanying notes are for you as the coordinator.

The dish is dirty

The dish is clean.

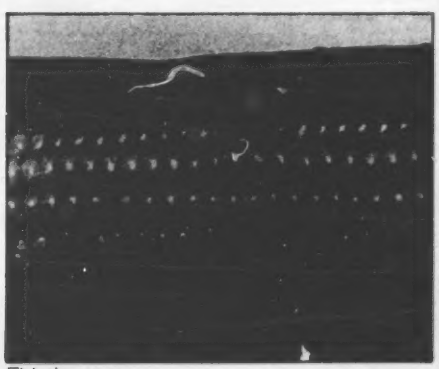
These pictures above show a great contrast. There are no other items to confuse.

The grammatical point—contrasts—is enjoyable to teach, but it is not a part of survival English. It should be worked on later in the project.

This is a pineapple.

This is a can of pineapple.

This picture proves a point, that one food item comes in many different forms. The refugee may know the item in one form but not in another. However, this is not a good example of pictures to choose because it shows too much. A fresh pineapple in one picture and canned pineapple in a separate picture would be a better selection.



This is corn.

This is an ear of corn.

Note that "corn" is a mass noun. We do not say "a corn," but we do say "an EAR OF corn."

Do not expect the student to know what the inside of the item looks like. Show both inside and outside.

The Early Days

The refugee family has arrived. All of the planning can now be put into action. But how do the volunteer tutors get started? What should be done first? How is a lesson planned?

These questions may be going through your mind if you have had no previous teaching experience or even if you are a teacher by profession but have never taught ESL before.

This section is primarily for tutors who will help the refugees learn survival language skills during their first weeks in the USA. This help will be followed by enrollment in an existing ESL program or the development of an ongoing tutoring project both of which should have ESL textbooks. The ESL coordinator should know the basic procedures described in "The Early Days," but the coordinator and the ESL subcommittee will not need to get actively involved again until section four.

To get started, you as a tutor should double-check with the coordinator as to what arrangements have been made for the time and place of the lessons with the refugees. Second, make sure the survival kit is in order. Third, choose an objective for the first lesson.

The Lesson Plan

Below is given the scheme for all the components needed in a lesson. Control of the lesson plan moves from the teacher to the student.

1. Objective. Each lesson should have a clear objective for that lesson.

2. Review. Mastery of a particular grammatical concept or of new vocabulary items could take several lessons. Therefore, review must be built into each lesson. Depending on the ability of your students and the number of students you have, the review section may be half the lesson.

3. Presentation of new material and establishment of what it means. Always prepare more material than you think you will need. In the context of presenting a tangible object and demonstrating your objective, you will introduce the skill of listening.

4. Practice. Each lesson should include plenty of time for drills. The teacher should never talk more than 50 per cent of the time! Involved here are the skills of listening and speaking.

5. Application. Objectives of the lesson are applied through peer group activities which involve the skills of listening and speaking, solving problems which introduce the skills of reading and writing, and communicative exercises.

6. Teacher self-review. You should regularly review your own tutoring work.

Remember in planning a lesson to keep your expectations reasonable. You will find that the students understand a great deal more than they can say. This is natural in learning a second language.

Sample for Lesson 1

The following lesson is sketched out as an example of what could be done the first time you meet with your students. It follows the basic lesson plan and suggests how to incorporate the principles of the plan into the lessons you write for survival ESL.

Materials you will need for the first lesson are number cards 1-5 and the practice clock from the survival kit.

1. Objective: to teach a simple greeting and begin numbers.

2. Review: none this lesson, since you have just begun.

3. Establish meaning of the simple greeting by following this procedure with each student you have:

- Have a student stand facing you. Put out your hand and take the student's in a typical handshake.
- Say, "Hello. My name is _____."
- Let go of the student's hand.
- Take the student's hand in a handshake again and say, "Hello. My name is _____."

If the student should try to say what you are saying, indicate with gestures that the student is to LISTEN only. Listening is a very important skill that must be learned as well as speaking, reading and writing. DO NOT WRITE what you are saying. Learning to listen and speaking come first.

4. Practice as follows:

- Sit down at the table or wherever you plan to do the class.
- Say, "Hello."
- Indicate that the students are to repeat after you in chorus, "Hello."

Tutor: "Hello."
Students: "Hello."
Tutor: "Hello."

- Now have the students repeat after you individually. Indicate which student with an open hand, palm up. DO NOT POINT your finger because the gesture indicates contempt toward the person at whom you are pointing.

Tutor: "Hello."
First student: "Hello."

Repeat, and then move on to the second student.

Tutor: "Hello."
Second student: "Hello."

Repeat, and continue the exchange with each student.

- Point to yourself by putting your hand on your chest and say, "My name is _____."
- Say this sentence a couple of times. Students are to listen only.
- Then indicate that the first student should repeat the sentence, inserting his or her own name. If the student repeats your (the tutor's) name instead of saying his or her own, smile, shake your head NO and point to yourself again. "My name is _____." DO NOT say, "MY name is _____," with the emphasis on my. That is not natural intonation in the context of, "Hello. My name is _____," which is what you are focusing on now.
- Next indicate your student and say his or her name. Point to yourself and say your name, then the student's again.
- Point to yourself and say, "My name is _____."
- Indicate to the student to repeat and insert his or her own name. If the student is still confused, whisper the correct response and have the student repeat after you.
- Do this two or three times with each student.
- Next, stand up with the first student, shake his or her hand and say, "Hello, (student's name)."
- Indicate the student should respond, "Hello, (tutor's name)."

■ If the student does not know what to say, prime the student by whispering the response, "Hello, (tutor's name)." Have the student repeat the greeting.

■ Do this twice with each student or until each is comfortable with the exchange.

This much of the lesson could easily take a half hour, depending on the number of students you have.

If you have more time, take the 1-5 number cards out of the survival kit. The purposes here are for the students to learn to RECOGNIZE the number when they see it in a store or some other likely place and to learn to HEAR and UNDERSTAND the number when someone says it.

5. Establish meaning of the numbers as follows:

Show the 1 card.
Say, "One."
Say it again.
Show the 2 card.
Say, "Two."
Say it again.
Do the same for the 3, 4 and 5 cards.

6. Practice as follows:

■ Put the cards face up in front of the students.

■ Say a number and point to the appropriate card at the same time. You may use your finger to point at the card, but remember to use an open palm-up hand when you point to the students.

■ Indicate that the first student should point to the appropriate card when you say the number. Go through the cards in numerical order first.

Tutor: "One."
Student: Points to the 1 card.
Tutor: "Two."
Student: Points to the 2 card.
Do the same for the 3, 4 and 5 cards.

If this seems very easy for the students, go right on through 10. If it seems very difficult, cut back to 1, 2 and 3 until the students seem fairly confident. Remember, they do not have to master the numbers on the first try. You should plan to review everything at the next lesson, perhaps adding only one or two more numbers as new material.

At the end of the period, smile, thank your students and show on the cardboard clock from the survival kit what time you will be back.

You may not have finished everything you planned. Never mind. The important point is to maintain the discipline of a definitive class time period. Continued practice in the following lessons will insure that the students learn the meaning of the individual words. All that is necessary now is the general meaning of the sentences. Remember the students will understand more than they are able to say.

7. Teacher self-review:

■ Go over the lesson you taught. What should you have done differently to make things clearer to the students? Were your directions clear? Did you speak at normal speed and with natural intonation, or did you overenunciate and speak too loudly? What needs to be worked on next time?

■ Adjust your second lesson according to the answers to these questions.

Sample for Lesson 2

Materials you will need for the second lesson are number cards 1-5, new number cards 6-10, alphabet cards for each letter in each student's name, and a picture from your picture file of two people greeting each other with a handshake or a drawing of stick figures engaged in greeting.

1. Objective: to expand greeting, introduce more numbers, and begin signature practice.

2. Review: simple greetings, numbers 1-5.

When you walk into the classroom, greet your students:

■ Shake the first student's hand and say, "Hello, (student's name)."

■ Wait for a response. If the student seems nervous, embarrassed or has obviously forgotten, quietly say that the response should be, "Hello, (your name)," and have the student repeat it after you.

■ Go on to the next students and do the same.

■ Next, take out the number cards on which you worked before. Review the names of each number and then play the recognition game:

Show the 1 card.
Say, "One."
Say it again.
Show the 2 card.
Say, "Two."
Say it again.

■ Do the same with all the cards you practiced previously.

■ Put the cards face up and have the students point to the cards as you say them.

3. Establish meaning of the new numbers:

■ Show each new number and say its name.

■ Continue the procedure until all the new cards are named.

4. Practice:

■ Put the new cards face up and have the students point to the cards as you say them.

■ Put all of the cards you have practiced face up and have the students point to them as you say them in RANDOM order. Have all the students respond in chorus first, and then ask individuals.

5. Establish meaning of an expanded greeting.

■ Have the first student stand, shake his or her hand and say, "Hello, (student's name). How are you?"

■ Say it again. The student should LISTEN only.

■ Show the picture or stick drawing of two people greeting each other with a handshake.

■ Point to Person A in the picture and say, "Hello. How are you?"

■ Point to Person B and say, "Fine, thank you. And you?"

■ Do this several times.

Some tutors have brought a friend to the lesson and acted this little dialogue with that person. If you have someone who can help you out in this way, the situation would probably be much clearer. This person could be primed to say, "Hello. My name is _____," when he or she comes into the class. This would give added, natural practice.

6. Practice.

■ Have the students repeat the RESPONSE after you in chorus.

Tutor: "Fine, thank you.
And you?"
Students: "Fine, thank you.
And you?"

■ Do this again two or three times.

■ Then have individuals repeat after you.

To teach the response first may seem strange, but now when you directly ask the students the question, "How are you?" they will ALREADY know the answer.

■ Next say to the first student, "Hello, (student's name). How are you?"

■ Whisper, or say in a very quiet voice, the response, indicating the student should repeat, "Fine, thank you. And you?"

Tutor: "Hello, (student's name).
How are you?"
First student: "Fine, thank you.
And you?"

■ Practice with the first student two or three more times.

■ Continue, using the same procedures with the other students.

■ Next have the students repeat the question, "How are you?" in CHORUS after you two or three times.

■ Have each individual student repeat, "How are you?" two or three times.

- Finally ask the first student the question. Have the student respond as well as ask the second student the question. Do this until everyone has asked and answered.

  Tutor: "Hello, (first students name). How are you?"

  First student: "Fine, thank you. And you?"

  Tutor: "Fine, thanks." Indicate that the first student should greet the second student.

  First student: "Hello, (second student's name). How are you?"

  Second student: "Fine, thank you. And you?"

  First student: "Fine, thanks."

- Proceed in the same manner with all the students. Give each plenty of opportunity to practice.

7. Establish meaning for signatures.

Learning how to write their names is very important for the refugees. Signatures are needed on official forms and checks.

- Arrange the appropriate alphabet cards to spell the name of each student.
- Point to a set and say that student's name.
- Have ready on paper an example of each letter in manuscript. Leave plenty of space for the students to practice writing each letter. Have the students practice while you are there so that you can correct any gross inaccuracies.
- Leave a set of sheets which the students can work on as homework.

Do not be surprised if the writing is very labored for many of the refugees. If they do not know how to write in their own language, they probably will not have the fine motor coordination required for writing. A legible signature will come with practice, however. Also, do not be surprised if the students work beyond the homework sheet and practice putting the letters together. Encourage this kind of initiative, but be strict about correcting incorrect letters.

Always end the class period by going over something that you KNOW the students have mastered to leave them with a positive experience.

8. Teacher self-review.

Don't forget this very important part of the whole plan.

Some Lesson Principles

1. Step-by-step progression.

The lessons progress step by step to bring the student to the point where he or she can use in a natural way the bit of language on which you are focusing. This is a very important aspect of teaching a second language. The sequencing of the material presented should be in minute progression.

A very simple yet basic example is the sentence, **"Those are cans of corn,"** identifying food items. The tutor can move on to the sentence only after three other grammatical conceptual steps have been taken:

First, establish meaning for the singular, **"This is a can of corn,"** by showing a can of corn;

Second, establish meaning for the distant singular, **"That is a can of corn,"** by putting the can at a distance;

Third, establish meaning for the close-by plural, **"These are cans of corn,"** by showing several cans of corn;

Finally, establish meaning for the distant plural, **"Those are cans of corn,"** by showing several cans of corn at a distance.

You may forget a step the first time you plan new material, but when you are in class, or during the self-review, you will probably come up with the missing steps. Incorporate them in the next lesson as part of the review. Step-by-step procedures will become automatic with practice.

2. Natural practice.

During the following lessons the students will continue to practice greetings. The most natural way for doing this is simply to have them greet each other and you when class begins. Also, you could prime other people in your church or community that this greeting is the only greeting the students know so far. This could afford natural practice for the students every time they meet one of these people.

Of course, the refugees will hear other types of greetings. They may even repeat to you the things they have heard on television or in the supermarket. This is great. Encourage them as they explore English on their own. Remember, you as the tutor cannot "teach" a language. You can only facilitate the learning of a language.

3. Importance of listening.

The progress made with numbers during these two lessons may seem very small to you. After all, the students cannot say the numbers or read the written word. But they CAN recognize the symbols—1, 2, 3, 4, 5, etc.—a skill which is necessary for prices, time and dates, and they are learning to understand what is meant when someone says the number.

In your next lessons you should continue with the same procedures through the number 19. Then you can go back and help the students learn how to say them. They will learn to say them very quickly because they have HEARD the numbers so often. Listening—discerning sound—is a very important part of language learning. If the students cannot hear the sound because it is not in their native language, then learning to say the sound is difficult for them. So please do not minimize listening as an activity during these early days.

4. Meaningful communication.

All the systems of language—sound, grammar, vocabulary and social usage—are presented together in an oral approach. The repetition of sentences may seem pretty mechanical at first. Practical sentences and useful vocabulary, however, should be presented from the very beginning level.

As the refugees speak with more ease and understanding, the drills can move on to manipulating the language a bit more. They can then learn more ways to express themselves. In time they can start controlling grammar patterns in order to achieve meaningful communication.

From the beginning lessons the goal is to arrive at some expression of meaningful communication, however simple, that is also natural within the social and cultural setting.

5. Corrections.

Refugees will make mistakes throughout the lesson, but the tutor should not try to correct the mistakes all at once. If the focus for one part of the lesson is on grammar, few corrections should be made for pronunciation and vice versa. If you have already practiced the pronunciation point, you can simply say the correction once as a reminder. Often in cases where the item has been practiced at an earlier time, the students will correct themselves if you indicate a mistake has been made.

Even within the grammar focus, for example, one point should be corrected at a time. If the model sentence is, "He called the operator," and the refugee repeats, "He call operator," the missing "-ed" can be corrected. After the refugee has that, a correction can be made for the missing "the." This can even wait until another lesson when the use of "the" is reviewed. Sounds which have grammatical functions such as "-d" and "-s" at the end of a word are much more necessary for clear communication than the "th-" sound or even missing articles.

This example is really for an intermediate level learner. A beginner who makes only these two mistakes will be doing well. A tutor should be sensitive to a learner's frustration threshold throughout a lesson and keep up a lively, reasonable pace.

6. Normal speaking rate.

A normal rate of speaking should be used as much as possible. Speaking slowly and pronouncing too distinctly will distort the language so the refugees do not get used to the English they will hear around them.

The tutor may have to slow down when introducing something new but should always get back to normal speed by the time the teaching point is finished. The tutor must also remember continually that the refugee is supposed to get a lot of practice speaking and not the tutor.

7. Specific help.

Refugees can be encouraged to bring up in class the specific type of help they need for their job, in housekeeping or in any other situation. The more comfortable the tutor becomes as a teacher, the more the tutor can start working this kind of information into the lessons.

8. Lesson planning.

Lesson planning takes time, especially for those who have never taught before. But as the tutor gains experience, planning will take less and less time. You will also become more confident and natural in your class.

And do not forget the importance of a self-review of what has been learned from lesson to lesson.

Activities for More Lessons

To help with plans for lessons over the next week or so, outlines are given here of the activities for lesson 3 and following.

The purpose of the list is to give you an idea of the progression of content. Each lesson builds on the previous lesson. Each lesson leads the student by small steps to reach a specific goal. Within each lesson is plenty of opportunity for the student to practice. And the content is useful, natural English.

In your situation you may feel that other things would be more helpful for the refugees to learn. You are free to substitute that content, but the principles of building in small steps with lots of opportunity for practice would still hold true. Ideally two lessons a half-hour each would be given every day.

LESSON 3
Learn to recognize numbers 11-15.
Signature practice.
Introduce hours only—1 o'clock . . . "It's 1 o'clock." 2 o'clock . . . "It's 2 o'clock."

LESSON 4
Learn to recognize numbers 16-20.
Signature practice.
More practice with hours.
Begin oral practice of question, "What time is it?"

LESSON 5
Begin oral practice of numbers 1-10.
Begin letters for writing home address.
More practice with hours and the question, "What time is it?"

LESSON 6
Begin oral practice of numbers 11-20.
Address writing practice.
More practice with hours, having the students use the clock and ask each other, "What time is it?"

LESSON 7
Learn to recognize 10s—30, 40, 50, etc.
Practice writing address.
Begin oral practice of address.

LESSON 8
More practice in recognizing 10s.
More written and oral practice with address.
Introduce minutes, going from 1 to 20 minutes after the hour. Decide beforehand whether to use, "___ past ___," or, "___ after ___," and be consistent.

LESSON 9
Begin oral practice of 10s.
More practice with minutes.
More practice with address.

LESSON 10
More oral practice of 10s.
Continue minutes from 20 to 30 minutes after the hour.
Begin recognition of directions—left, right . . . "Turn left! Turn right!"

LESSON 11
Begin practice with combining 1s and 10s—31, 32, 45, 56, etc.
Begin time before the hour, deciding whether to use "till," "to" or "of."
Introduce more directions, continuing to use the imperative form as in lesson 10—the window . . . "Open the window."

In a sense, the activities can be "mixed and matched" arbitrarily for any individual lesson. You can choose two or three activities from the various subjects on which you are working. But within each subject, such as time or numbers, you must progress step by step.

Some overlapping among the subjects is inevitable. For example, if the students do not know numbers, they will have difficulty when they work on prices.

One of the reasons for having two or three parts to each lesson is to give variety. Another is not to work beyond an individual's attention span. If you feel that three subjects give too much variety, feel free to have only two. But each lesson needs variety.

Sequencing by Subjects

The sequence of content after lesson 11 is given below accordng to subjects.

You may feel you should go on to the finer points of all these subjects. But remember that during these early days you are to deal with survival English only. Your purpose is to give the refugees some control over their environment immediately and to bring them to the level of "beginner" for when they enter a professional ESL program or tutoring project.

Another point to remember is to stick to the amount of time designated by your committee for survival English. Otherwise dependency may be prolonged indefinitely and you will be defeating the overall goal of resettlement, which is independence.

NUMBERS AND PRICES

Continue recognition of combinations of 1s and 10s.
Begin oral practice of combinations of 1s and 10s.
Continue such oral practice.
Practice orally with all numbers 1-100.
Introduce cents, pennies and nickels . . . "1¢ is a penny." "5¢ is a nickel." "A penny and a nickel are 6¢."
Introduce dimes, quarters and dollars . . . "10¢ is a dime." "25¢ is a quarter." "100¢ is a dollar."
Continue with money—"What's this? It's a penny," or, "It's 1¢."
Continue with dollars.
Continue with combinations of dollars and cents.
Continue with more combinations of dollars and cents.
Practice writing, using the dollar sign.
Continue more such practice.
Begin prices—"How much is this?" "It's $5."
Continue oral practice with prices, having each student read a price ticket and respond.
Continue more oral practice with prices.
Practice, "This is $2.50," and have each student write the price.

TIME

Use the clock from the survival kit for this subject area.
Continue with minutes before the hour.
Practice all times with questions and answers.

DIRECTIONS

Use the map from the survival kit for this subject area.

Continue the imperative form in introducing this vocabulary:

straight . . . "Go straight."
stop . . . "Stop here."
blocks . . . "Go two blocks."
at the corner . . . "Turn right at the corner."
the bus stop . . . "This is the bus stop."
the school . . . "This is the school."
the bank . . . "This is the bank."
the post office . . . "This is the post office."
the supermarket . . . "This is the supermarket."
the church . . . "This is the church."

Ask these questions:

"Where is the bus stop?"
"Where is the school?"
"Where is the bank?"
"Where is the post office?"
"Where is the supermarket?"
"Where is the church?"

MONTHS AND DAYS

Use the calendar from the survival kit for this subject area.
Begin oral practice of the days of the week—"Today is Monday." "This is Tuesday, Wednesday, etc."
Continue oral practice—"What day is today?" "Today is _____." "What day is this (point to a day on the calendar)?" "This is _____."
Continue oral practice of the days.
Begin oral practice of the months of the year.
Continue the months.
Begin practice of writing dates with numbers.
Continue writing dates with numbers.

IMPORTANT WORDS FROM QUESTIONNAIRES

Concentrate on recognizing the following in both reading and hearing:

male, female	telephone number
age	signature
address	date
name	social security number

FOOD

Food is an "everyday" kind of topic that people like to talk about. Often the refugees are eager to learn the names of food items. However, food vocabulary is difficult to learn.

One reason for the difficulty is that the activity of buying food offers little opportunity to use English of any kind. All a person needs to do, usually, is take the items off the shelf, put them in a basket, check the items out at the counter—and not say a word. There is no natural way to use the vocabulary learned unless the refugees look for the type of store where foods are not prepackaged and they can ask for "two pounds of tomatoes," etc.

Another problem is that food vocabulary is grammatically complicated. Principles discussed earlier were progression in small steps and consistency within the pattern on which the lesson is focusing. You can see how easily you could cause confusion and end up with ungrammatical sentences if you wanted to substitute vocabulary items in the following example:

Tutor: "This is a potato."
Student: "This is a potato."
Tutor: Shows a pepper.
Student: "This is a pepper."
Tutor: Shows a loaf of bread.
Student: "This is a bread."

Another example showing an ungrammatical result is:

Tutor: "Here is some bread."
Student: "Here is some bread."
Tutor: Shows a bag of sugar.
Student: "Here is some sugar."
Tutor: Shows a can of peas.
Student: "Here is some peas."

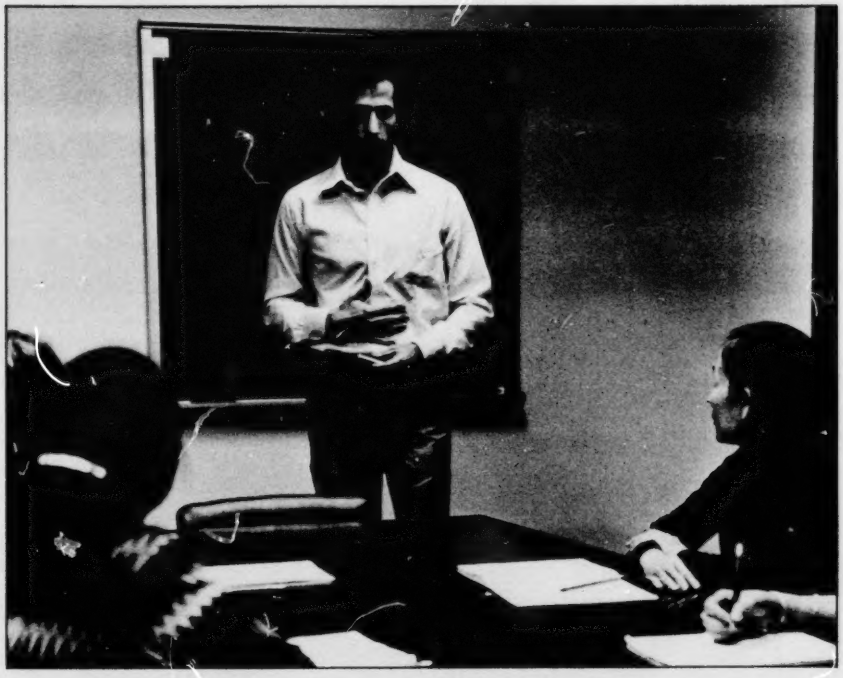
The difficulty is the proper use of "mass" or uncountable and countable nouns.

With uncountable nouns, such as "bread," "sugar" and "coffee," to say "one bread" or "one coffee" (unless you are ordering "one coffee" in a British restaurant) is ungrammatical. These nouns are used in a countable form in "one slice of bread," "a spoonful of sugar" and "three cups of coffee." Note that "slice," "spoonful" and "cup" are actually counted. These words take the plural "-s" form.

Countable nouns are words such as "apple," "orange" and "potato." They can take the plural form "-s" and can be used with numbers directly: "two apples," "some apples." Note that although "some" may also be used with uncountable nouns, such nouns still do not take the plural "-s" form, such as in "some bread."

Other food words are countable in that a number can be used with them, but such usage is strange. For example, we rarely say "one pea." In general, we say "peas," "green beans" and "noodles."

The students will learn the finer points of countable and uncountable nouns when they get into their regular ESL course. The text chosen will deal with this aspect of English in a systematic way that will help the teacher-tutor to be consistent. Therefore try to concentrate on survival subjects other than food.



After Survival English

After two or three weeks of orientation and survival ESL, the students should move directly into a professional program or a tutoring project.

The professional program may have a policy of continuous entrance whereby the students may begin on any day they choose or a policy of preregistration with everyone beginning together on a particular day. In any case, go with the refugees to help them fill out any registration forms that may be required. If you are able to get samples of the forms beforehand, you could practice filling them out in the survival ESL classes.

If the students are going to be responsible for getting to their new classes on their own, make sure they understand the transportation system. A couple of trial runs would make a good field trip during the early days.

If possible, introduce the students formally to their new teacher before the first day of class.

You should also make an appointment to explain the situation of the refugees in general and the particulars of the family you are sponsoring to the teacher and perhaps the administrator of the program. If they have had refugees before, this may not be necessary. But do not take for granted that "everyone knows about the refugees." Explain the resettlement policy of the sponsoring group, the goals the refugees have expressed, and what you have done so far to help them meet these goals. Also assure the teacher of your support.

If your alternative is a tutoring project, you as the tutor for the lessons during the early days may also be the tutor for the continuing project. In that case you need not have an obvious break between the survival lesson and the project proper. The survival vocabulary could easily be continued into the structures of the first lessons of the textbook you have chosen to use. The schedule of meeting twice a day should probably be discontinued and a new schedule set up. An hour and 15 minutes once a day is ideal.

If the tutors of the continuing project are different people, introduce the refugees to their new tutor. Have an introductory session with both tutors and the students to go over what has already been learned. Show the refugees the new book and make sure they understand if the time and location are changed.

Continuing Concerns

Support After Six Months

The period from about the sixth month on can be very difficult for the refugees. Their adrenaline has subsided. To become a productive member of the community, to make friends and to reconcile their new lives with their history and past experiences are all uphill struggles for them. Their high motivation for learning has lessened, especially if they have made little progress and as the reality of living in a "foreign" country becomes clear.

Often this period is equally difficult for the sponsors although for different reasons. During the beginning days and months the sponsors have had concrete ways to give active support. They have found housing, provided food and clothing and helped the refugees get settled. Different members of the sponsoring group no doubt spent time with the refugees almost every day. The group held planning meetings every week before the refugees arrived and prepared progress reports periodically afterward. The ESL survival lessons were conducted.

The refugees are now established in either a community ESL program or a tutoring project. They are buying their own food and clothing and know how to use the facilities in their house or apartment. The sponsors seem to have little need to continue to concern themselves with the resettlement.

At this point personality factors begin to be more obvious. Sometimes the sponsors are unhappy with the decisions the refugees make as they work toward their independence. The sponsors feel responsible and hate to see "mistakes" being made. Sometimes the refugees seem "ungrateful," even surly. This often happens when the burden of being constantly on the receiving end gets too great and the refugees feel they have nothing to give to the church or sponsoring group.

Even if no problems are overt, all parties have a general feeling of letdown as the novelty wears off and day-to-day living becomes routine.

The situation can affect learning to a marked degree. Whether the refugees are enrolled in a program or are being tutored, learning English may be very slow because of their desire to cling to that which is familiar such as their own language. Of course, learning English does not mean the refugees should forget their own language but that they will have a second language which will help them to be comfortable in their new surroundings.

After six months a lot of thought needs to go into the way support is given to the refugees. At times overt support will continue to be needed, but this requirement will grow less frequent. The type of support associated with a friendship will have to grow.

Since language involves the whole personality of a person, a feeling of inadequacy fostered by dependency on the sponsor could make the refugees also feel inadequate in language learning. A feeling of homesickness could make them cling to the familiar.

These are reasons for having useful English in each lesson—content that the refugees need and have opportunity to use every day. Motivation to learn and practice is built up as the refugees meet with success when they use English presented in class.

Success helps lessen the feeling of inadequacy. Control of situations through the appropriate use of the language helps lessen the feeling of dependency. Communication with fellow human beings and developing friendships lessen homesickness.

The teacher or tutor should anticipate situations in which the students are likely to have an opportunity to use English frequently. As discussed in the section on food in the previous chapter, supermarkets—a large part of the U.S. scene—are ***not*** places where much English is needed. Even at the checkout counter, the only requirement is to be able to read the price on the cash register.

Probably one of the best ways for the refugees to practice outside of class is in small, controlled gatherings. Have a regular kaffeeklatsch, sewing time, game evening, shopping expedition for something other than food (how about a flea market?), meal exchange or fishing outing with different members of the family. The vocabulary needed for each situation could be practiced beforehand in useful sentences and questions. You need not think of a different get-together for each time because the refugees may require a repetition of the activity before they feel comfortable in doing it with you. Several more times may be necessary for added practice with the language content.

The refugees can help you find situations in which they need English. They will have questions about what they have heard or seen recently. As a teacher or tutor you may not be able to give them immediate practice in that situation, but promise to work on it in the next lesson. Then spend time preparing drills or other ways to help them practice for the situation and use the materials you prepare as part of the next lesson. Encourage the refugees to explore English in this way. You will be surprised by the speed of the learning process once the refugees master the basics on which to build.

Even if you no longer have direct contact with the ESL aspect of the refugees' resettlement because they are in an established program, you can still do a number of things. You can check periodically with the teaching of the program to see how the refugees are progressing. The teacher may suggest ways the sponsors can give continuing ESL help to the refugees at home.

Evaluation

Just as evaluation is a part of every single lesson plan, so it should be a built-in feature of the ESL program or tutoring project. An effective program or project meets the needs of the students even as their needs change. Proper assessment will help you do that.

A program that was useful in helping the refugees learn basic ESL may not be useful after six months if the refugees now need vocational English, for example. To make this kind of evaluation is not to say the program is poor but to recognize that it is inappropriate for the current needs of the refugees.

If basic ESL skills are still needed in such a situation, an option would be to supplement the program classes with tutoring in vocational English. A tutor with knowledge about the desired vocation would have to be found and the tutoring coordinated with the material covered in the regular classes. The same organizational details for a full-fledged tutoring project—numbers of hours, transportation, materials and training for the tutor—would have to be worked out. The refugees could then continue to improve their ESL skills by attending the regular classes and at the same time begin learning about a vocation.

If the student has mastered or at least functions well in using the basic ESL skills and all parties involved—including the student—agree the student should move on, an option would be enrollment in a vocational education class. This new class could be a part of the same program or a class in a different program. In either case, the new teacher should be given an idea of the refugee's goals and accomplishments. A working relationship should be set up between you and the new teacher.

Much of the discussion above also applies to tutoring projects. Evaluation should take place periodically to determine if the needs and goals of the refugees are being met. New tutors need to be recruited and trained as previous tutors end their commitment. Materials that deal with the changing needs of the refugee need to be found. New resource people may have to be located.

If the refugee is ready for vocational English and the tutor works only on English for social situations, the tutor may need a reorientation or a new tutor may have to be found. Such a change recognizes that one person may have the talent to help the refugees learn survival English and another person may have the talent for teaching more advanced concepts.

Tutors should encourage the refugees to enter regular adult education classes when they function well with oral communication skills. Such classes will help the refugees with reading, writing, math and other subjects. These classes are geared toward the English speaker who is weak in a particular subject or skill. So remember that the refugees need to be able to speak English with some competence before they are enrolled.

The importance of periodic evaluation cannot be stressed enough. Evaluation and the resultant changes in the program or project will insure that the refugees grow toward independence—the goal of resettlement.

Best Wishes

This manual has encouraged you to do the following three things, each of which is very important:

- To do research on local ESL resources and rely on them to build a strong, community-based effort.
- To encourage as professional a job of teaching ESL as possible, whether in a program or a tutoring project. This includes using good ESL material, having trained teachers or tutors, and progressing in step-by-step sequences of content with the students.
- To evaluate the work being done on a regular basis and to make changes when necessary.

On the following pages you will find appendixes listing the resources mentioned in the manual, the regional offices of the Department of Health and Human Services, dictionaries and some textbooks that can be ordered directly from the publishers.

Best wishes as you work with the refugees in this immediate and vital area of their new lives in the USA—learning English.

A. Resources Mentioned in "Learning English"

PAGE 2

"Teaching ESL to Illiterate Adults"
Adult Education Series, No. 9
National Indochinese Clearinghouse
3520 Prospect Street NW
Washington DC 20007
800-424-3750

ESL Teacher's Kit and Learner's Workbook by Wayne W. Haverson, Judith Haynes and Karen Hlynsky
Modulearn, Inc.
PO Box 635
San Juan Capistrano CA 92675
800-854-3508 or (in California) 714/493-8122

PAGE 5

"The John Test" by Linda Kunz
Language Innovations, Inc.
2112 Broadway
New York NY 10023
212/873-9476

"English as a Second Language Oral Assessment" (ESLOA)
Literacy Volunteers of America
700 East Water Street, Sixth Floor
Syracuse NY 13210
315/474-7036

Bilingual/ESL Center
100 Franklin Street
New Holland PA 17557

Bilingual Education Service Center
500 South Dwyer Street
Arlington Heights IL 60005
312/870-4100

"English Language Testing"
General Information Series, No. 20
National Indochinese Clearinghouse
3520 Prospect Street NW
Washington DC 20007
800-424-3750

PAGE 6

Literacy Volunteers of America
700 East Water Street, Sixth Floor
Syracuse NY 13210
315/474-7036

PAGE 7

Volunteer Reading Aides
Lutheran Church Women
2900 Queen Lane
Philadelphia PA 19129
215/438-2200

National Affiliation for Literacy Advance
1320 Jamesville Avenue
PO Box 131
Syracuse NY 13210
315/422-9121

PAGE 8

"Teaching English As a Second Language: A Self-Instructional Course"
Units 1 to 5
Clearinghouse of Resources for Educators of Adults
231 Huntington Hall
Syracuse University
Syracuse NY 13210
315/423-3034

B. Indochinese Refugee Education Guides

The following materials, compiled by the National Indochinese Clearinghouse's Center for Applied Linguistics, are available from Lutheran Immigration and Refugee Service. A donation of $1 per manual to cover expenses is suggested.

GENERAL INFORMATION SERIES
No. 1—Hints for Tutors (7 pages)
No. 3—Education in Vietnamese Fundamental Principles and Curricula (19 pages)
No. 4—Teaching English Pronunciation to Vietnamese (19 pages)
No. 6—A Brief Look at the Vietnamese Language: Sounds and Spellings (15 pages)
No. 7—Testing the Reading Ability of Cambodians (7 pages)
No. 8—Academic Resources for Language and Culture (31 pages)
No. 9—A Selected Bibliography of Dictionaries (12 pages)
No. 10—Teaching English Pronunciation to Speakers of Black Tai (Tai Dam) (16 pages)
No. 11—Teaching English Structures to the Vietnamese (23 pages)
No. 13—Perspectives on a Cross-Cultural Problem: Getting to Know the Vietnamese (24 pages)
No. 14—The Hmong Language: Sounds and Alphabets (38 pages)
No. 15—The Hmong Language: Sentences and Phrases (46 pages)
No. 16—Glimpses of Hmong Culture and Recent History in Laos (44 pages)
No. 17—An Annotated Bibliography of Materials on the Hmongs (30 pages)
No. 18—Teaching English to Cambodian Students (39 pages)
No. 19—Teaching English to Speakers of Lao (56 pages)
No. 20—English Language Testing (34 pages)
No. 21—English Pronunciation Lessons for Hmong (45 pages)

PRESCHOOL EDUCATION SERIES
No. 1—ESL in Kindergarten: Orientation and Scheduling (3 pages)
No. 2—ESL in Kindergarten: Teaching Pronunciation and Grammar (5 pages)
No. 3—ESL in Kindergarten: Testing Young Children (3 pages)
No. 4—ESL in Kindergarten: Language and Concept Development (5 pages)

ELEMENTARY EDUCATION SERIES
No. 1—On Keeping Lines of Communication With Indochinese Children Open (5 pages)
No. 2—Classroom Instructions in Vietnamese/Inside the Classroom (8 pages)
No. 3—Vietnamese History, Literature and Folklore (3 pages)
No. 4—Classroom Instructions in Vietnamese/Outside the Classroom (10 pages)
No. 5—Continuing English Studies During the Summer (14 pages)
No. 6—Supplemental ESL Activities for Classroom Teacher (11 pages)

ADULT EDUCATION SERIES
No. 1—Teaching English to Adult Refugees (11 pages)
No. 2b—A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (1979 revision) (68 pages)
No. 3—Toward Methods of Learning English (in Vietnamese, Cambodian, Laotian and English) (14 pages)
No. 4—ESL Reading Materials for Adults (20 pages)
No. 5—Recreational Reading for Vietnamese (a list) (1 page)
No. 6—English Lessons for Refugee Adults—A Guide for Volunteers, Tutors and Teachers (47 pages)
No. 7—English Pronunciation Lessons for Speakers of Vietnamese (51 pages)
No. 8—A Guide to Manpower/Vocational ESL (56 pages)
No. 9—Teaching ESL to Illiterate Adults (forthcoming)

EDUCATIONAL ADMINISTRATION SERIES
No. 1—On Assimilating Vietnamese and Cambodian Students in U.S. Schools (4 pages)
No. 2—Meeting English Language Needs of Indochinese Students (11 pages)

BILINGUAL/BICULTURAL SERIES
No. 1—Information for Administrators and Teachers (9 pages)
No. 2—A Selected, Annotated Bibliography of Bilingual/Bicultural Education (6 pages)

C. International Institutes

(affiliates of the American Council for Nationalities Service)

AKRON
International Institute
207 East Tallmadge Avenue
Akron OH 44310
216/376-5106

ALBANY
Albany International Center
Wellington Hotel, Room 202
136 State Street
Albany NY 12207
518/436-9741

BINGHAMTON
American Civic Association
131 Front Street
Binghamton NY 13905
607/723-9419

BOSTON
International Institute of Boston
287 Commonwealth Avenue
Boston MA 02115
617/536-1081

BRIDGEPORT
International Institute of Connecticut
480 East Washington Avenue
Bridgeport CT 06608
203/336-1197(8)

BUFFALO
International Institute of Buffalo
864 Delaware Avenue
Buffalo NY 14209
716/883-1900

CHICAGO
Travelers Aid Society of Metropolitan Chicago
Immigrant's Services
327 South LaSalle Street, Room 1501
Chicago IL 60604
312/435-4501

CINCINNATI
Travelers Aid-International Institute of Cincinnati
700 Walnut Street
Cincinnati OH 45202
513/721-7660

CLEVELAND
The Nationalities Service Center
1001 Huron Road
Cleveland OH 44115
216/781-4560

DETROIT
International Institute of Metropolitan Detroit
111 East Kirby Avenue
Detroit MI 48202
313/871-8600

ERIE
International Institute
235 West 6th Street
Erie PA 16507
814/452-3935

FLINT
International Institute
515 Stevens Street
Flint MI 48502
313/767-0720

FRESNO
International Institute of Fresno
847 Waterman Street
Fresno CA 93706
209/264-2919

GARY
International Institute of Northwest Indiana
504 Broadway
Gary IN 46402
219/882-3009

HONOLULU
VIVA-II, Inc.
838 South Beretania, Room 307
Honolulu HI 96813
808/531-1353

JERSEY CITY
International Institute of Jersey City
857 Bergen Avenue
Jersey City NJ 07306
201/434-2021

LAWRENCE
International Institute of Greater Lawrence
430 North Canal Street
Lawrence MA 01840
617/687-0981

LOS ANGELES
International Institute of Los Angeles
435 South Boyle Avenue
Los Angeles CA 90033
213/264-6210

LOWELL
International Institute of Lowell
79 High Street
Lowell MA 01852
617/459-9031

MANCHESTER
International Center
99 Hanover Street
Manchester NH 03105
603/668-1920

MILWAUKEE
International Institute of Milwaukee County
2810 West Highland Boulevard
Milwaukee WI 53208
414/933-0521

MINNEAPOLIS
Minneapolis Council of Americanization
730 Hennepin Avenue, Room 505
Minneapolis MN 55403
612/336-2246

OAKLAND
International Institute of East Bay
297 Lee Street
Oakland CA 94610
415/451-2846

PHILADELPHIA
Nationalities Service Center of Philadelphia
1300 Spruce Street
Philadelphia PA 19107
215/893-8400

PROVIDENCE
International Institute
104 Princeton Avenue
Providence RI 02907
401/421-8662

SAINT LOUIS
International Institute
4484 West Pine Boulevard
Saint Louis MO 63108
314/535-4880

SAINT PAUL
International Institute of Minnesota
1694 Como Avenue
Saint Paul MN 55108
612/647-0191

SAN FRANCISCO
International Institute of San Francisco
2209 Van Ness Avenue
San Francisco CA 94109
415/673-1720

SAN JOSE
Social Planning Council of Santa Clara County
1885 The Alameda
San Jose CA 95126
408/984-8608

TOLEDO
International Institute of Toledo
2040 Scottwood Avenue
Toledo OH 43620
419/241-9178

WASHINGTON
Buddhist Social Service Organization
5401 16th Street NW
Washington DC 20011
202/829-2423

YOUNGSTOWN
International Institute of Youngstown
661 Wick Avenue
Youngstown OH 44502
216/743-5189

D. Regional Offices of the Department of Health and Human Services

REGION 1
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
Office of Refugee Resettlement
John F. Kennedy Federal Building, Room 2403
Boston MA 02203
617/223-6180, *FTS 8-223-6180

REGION 2
(New Jersey, New York, Puerto Rico, Virgin Islands)
Office of Refugee Resettlement
26 Federal Plaza, Room 4149
New York NY 10278
217/264-7202, 264-0606, *FTS 8-264-7202

REGION 3
(Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)
Office of Refugee Resettlement
3535 Market Street, Suite 11400
Philadelphia PA 19101
215/596-0210, *FTS 8-596-0210

REGION 4
(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)
Office of Refugee Resettlement
101 Marietta Street NW, Suite 1503
Atlanta GA 30323
404/221-2250, *FTS 8-242-2250

REGION 5
(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)
Office of Refugee Resettlement
300 South Wacker Drive, 35th Floor
Chicago IL 60606
312/353-5182, *FTS 8-353-5182

REGION 6
(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)
Office of Refugee Resettlement
1200 Main Tower, Room 1135
Dallas TX 75202
214/767-4301, *FTS 8-729-4301

REGION 7
(Iowa, Kansas, Missouri, Nebraska)
Office of Refugee Resettlement
601 East 12th Street
Kansas City MO 64106
806/374-2821, *FTS 8-758-2821

REGION 8
(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)
Office of Refugee Resettlement
1961 Stout Street
Denver CO 80209
303/827-5387, *FTS 8-327-5387

REGION 9
(Arizona, California, Nevada, American Samoa, Guam, Hawaii, Wake Island, Trust Territories)
Office of Refugee Resettlement
100 Van Ness Avenue, 28th Floor
San Francisco Ca 94102
415/556-8582, *FTS 8-556-8582

REGION 10
(Alaska, Idaho, Oregon, Washington)
Office of Refugee Resettlement
1321 Second Avenue, Mail Stop 634
Seattle WA 98101
206/442-2775, *FTS 8-399-2775

* The FTS number can be used only when calling from a government office which uses the Federal Telephone Service.

E. ESL Textbooks

CHILDREN

"English Around the World" (1979)

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levels 2-3—$1.92
Pupil's skillsbook—
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Oakland NJ 07436
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"ESL: A New Approach for the 21st Century"—a survival English text used in some ESL programs in refugee camps in Southeast Asia which integrates a variety of topics in each lesson but needs to be adapted somewhat for nonliterate students.

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PO Box 635
San Juan Capistrano CA 92675
714/493-8122

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Arlington Heights IL 60004
800-323-8270

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F. Dictionaries and Phrasebooks

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"English-Vietnamese Phrasebook With Useful Word List"—contains survival phrases and two-way, 1,500-word dictionary.

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Center for Applied Linguistics
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Washington DC 20007
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Center for Applied Linguistics
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Washington DC 20007
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New Haven CT 06520
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Southeast Asia Program
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